



FOR YOUR INFORMATION No. 235



February Black History Month

Mes de la historia afroamericana

Links/Vínculos

An Act for the Gradual Abolition of Slavery.

<http://www.yale.edu/lawweb/avalon/states/statutes/pennst01.htm> (accessed February 14, 2005)

Document in the Avalon Project at Yale University Law School.

U.S. Library of Congress. Rare Book and Special Collections Division. *African American Perspectives: Pamphlets from the Daniel A. P. Murray Collection, 1818-1907.*

<http://memory.loc.gov/ammem/aap/timeline.html> (accessed February 14, 2005)

Among the authors represented are Frederick Douglass, Booker T. Washington, Ida B. Wells-Barnett, Benjamin W. Arnett, Alexander Crummel, and Emanuel Love. Includes timelines of African American history, 1852-1925.

U.S. Library of Congress. *African American Odyssey.* (American Memory Collection) (March 15, 2002)

<http://memory.loc.gov/ammem/aaohhtml/exhibit/aointro.html>

An exhibition showcasing the incomparable African American collections of the Library of Congress. Displaying more than 240 items, including books, government documents, manuscripts, maps, musical scores, plays, films, and recordings, this is the largest black history exhibit ever held at the Library.

U.S. Department of State. International Information Programs. *Africans and America Share Values of Liberty and Dignity.* (July 8, 2003)

<http://usinfo.state.gov/gi/Archive/2003/Jul/08-193733.html>

At Goree Island, Senegal, President Bush pledged to ensure African nations will share in global prosperity.

U.S. Library of Congress. *Africa Town, USA*. (Local Legacies Project)

http://www.loc.gov/bicentennial/propage/AL/al-1_h_callahan1.html (accessed February 14, 2005)

Africa Town in Mobile, Alabama, is the site where the last cargo of African slaves landed in 1860.

Ribando, Clare. Analyst in Latin American Affairs, Foreign Affairs, Defense and Trade Division, CRS Report for Congress. *Afro-Latinos in Latin America and Considerations for U.S. Policy*. (January 4, 2004)

<http://enet.iadb.org/idbdocswebservices/idbdocsInternet/IADBPUBLICDOC.aspx?docnum=460484>

Afro-American History

<http://www.aawc.com/aah.html> (accessed February 14, 2005)

The record of a race of indomitable people surviving the diaspora.

Biografía de Martin Luther King, Jr.

<http://www.biografiasyvidas.com/biografia/k/king.htm> (accessed February 14, 2005)

Born in Slavery

<http://memory.loc.gov/ammem/snhtml/snhome.html> (accessed February 14, 2005)

Slave narratives from the Federal Writer's Project, 1936-1938 contains more than 2,300 first-person accounts of slavery and 500 black and white photographs of former slaves.

Smithsonian Institution. National Portrait Gallery. *Breaking Racial Barriers: African Americans in the Harmon Foundation Collection*.

<http://www.npg.si.edu/exh/harmon/index.htm> (accessed February 14, 2005)

One of the many white Americans, who expressed his interest in the artistic achievements of black Americans during the Harlem Renaissance of the 1920's, was real estate developer, William E. Harmon (1862-1928). In 1922 he established the Harmon Foundation in New York City to recognize African American achievements, not only in the fine arts but also in business, education, farming, literature, music, race relations, religious service and science.

U.S. Department of State. International Information Programs. *Celebrating African American History Month*. (2003)

<http://usinfo.state.gov/xarchives/display.html?p=washfile-english&y=2003&m=February&x=20030204130008gorin@pd.state.gov0.5013697&t=xarchives/xarchitem.html>

African American history month, a tradition for seven decades, is celebrated each February in cities and towns across the United States. The purpose is to honor the contribution African Americans have made to all walks of U.S. life and to recall important milestones in black history.

U.S. Department of State. International Information Programs. *Civil Rights in the United States*.

<http://usinfo.state.gov/usa/civilrights/> (accessed February 14, 2005)

Includes bibliography.

U.S. Department of State. International Information Programs. *Civil Rights Publications*. (September 29, 2004)

<http://usinfo.state.gov/usa/civilrights/pubs.htm>

Includes *The Amistad Revolt: an Historical Legacy of Sierra Leone and the United States*, a brief factual history of how 53 slaves, captured by the Spanish, principally from the African colony of Sierra Leone, revolted aboard the transport ship "Amistad," entered the United States, and eventually won their freedom through the U.S. judicial system.

Jennings, Paul. "A Colored Man's Reminiscences of James Madison." *Historical Text Archive* (1983)

<http://historicaltextarchive.com/sections.php?op=viewarticle&artid=48>

This is a reprint in its entirety of the 1865 memoir of Paul Jennings, a former slave, and the preface that originally accompanied it. A commentary follows.

Counter, S. Allen. "Descendants of American Slaves." *The Black Collegian Online* (2002)

<http://www.black-collegian.com/african/decendants2002-2nd.shtml>

"Today, most racial barriers in the United States have been dismantled by the efforts of descendants of American slaves ... The gains made in the area of social justice ... that have benefited Americans of color, including Hispanics and Asians ... can be traced directly to the Black Civil Rights movement of the 50s and 60s."

Goodwine, Marquette L. "Freedom's Road is Long and Hard." *Historical Text Archive* (1993)

<http://historicaltextarchive.com/sections.php?op=viewarticle&artid=52>

The passengers on the underground Railroad were not able to recline their seats, pull a blanket up around their necks, turn on their walkmans, and watch the sites go by as they drifted off to sleep. Their riding companions were snakes, mosquitoes, and other insects. The passengers ran as the bloodhounds closed in on their ankles and feet.

"Hacia una sola Norteamérica: diálogo nacional acerca de la raza". *Sociedad y valores estadounidenses*, publicación electrónica del Departamento de Estado, vol. 2, no. 3 (August, 1997)

<http://usinfo.state.gov/journals/itsv/0897/ijss/ta1con.htm>

Historia de la Declaración de los Derechos Civiles

<http://www.aclufl.org/spanish/informes/historiaderechos.cfm> (accessed February 14, 2005)

En el verano de 1787 los delegados de las 13 colonias se congregaron en Filadelfia y redactaron un plan notable de auto-gobierno: la Constitución de Estados Unidos. El primer borrador estableció un sistema de cheques y balances que incluye una rama legislativa fuerte, una legislatura representativa y una rama judicial federal.

Douglass, Frederick. "History of African Americans in the Civil War." *Civil War Soldiers and Sailors System*.

http://www.itd.nps.gov/cwss/history/aa_cw_history.htm (accessed February 14, 2005)

"Once let the black man get upon his person the brass letters, U.S., let him get an eagle on his button, and a musket on his shoulder and bullets in his pockets, and

there is no power on earth which can deny that he has earned the right to citizenship in the United States."

History of Black Baseball and the Negro Baseball Leagues (1996)

<http://www.blackbaseball.com/introd.htm>

As it first flowed from its origin, the river of baseball history diverged at one point and formed a separate branch that paralleled the mainstream for a half-century, until finally the waters were rejoined, making the river whole again.

King, Martin Luther, Jr. "I Have a Dream." *Historical Text Archive* (1963)

<http://historicaltextarchive.com/sections.php?op=viewarticle&artid=44>

U.S. Department of State. International Information Programs. *Landmark Civil Rights Legislation*

<http://usinfo.state.gov/usa/infousa/society/legislat.htm> (accessed February 14, 2005)

Weaver, Robert C. "The Negro as an American," *Historical Text Archive*, (June 13, 1963)

<http://historicaltextarchive.com/sections.php?op=viewarticle&artid=36>

Robert C. Weaver was the first black cabinet member, President Johnson's Secretary of Housing and Urban Development.

U.S. Department of State. International Information Programs. *Reseña Histórica de Estados Unidos* (May, 2004)

<http://usinfo.state.gov/espanol/infousa/facts/files/oah/ch12.htm>

Capítulo 12: Decenios de cambios, Kennedy y la nueva frontera, Lyndon Johnson y la gran sociedad, temas incluidos en este documento.

U.S. Department of State. International Information Programs. *Rights of the People*

<http://usinfo.state.gov/usa/infousa/society/civilrts.htm> (accessed February 14, 2005)

Individual rights, race and the civil rights movement and disability rights.

U.S. Department of Agriculture. *Secretario de Agricultura Dan Glickman. USDANEWS*, vol. 59, no. 4 (June, 2000)

<http://www.usda.gov/news/pubs/newslett/old/vol59no4/spanish.htm>

U.S. Department of State. International Information Programs. *Shirley Chisholm Dead at 80*. (January 4, 2005)

<http://usinfo.state.gov/usa/blackhis/chisholm.htm>

"You don't make progress by standing on the sidelines, whimpering and complaining. You make progress by implementing ideas," Shirley Chisholm.

King, Martin Luther, Jr. *Tengo un sueño*, Washington, DC, (August 28, 1963)

<http://usembassy.state.gov/bogota/wwwsmlks.shtml>

Articles/Artículos

Becker, Paul J. "States Tackle Hate Crimes." *State Government News*, vol. 44, no. 3 (March, 2001) p.22-24.

Hate crimes laws have been around since 1981, when the Anti-Defamation League drafted a model hate-crime statute that called for enhancing the penalty for crimes motivated by bias and requiring states to keep a database about such crimes. To date, 40 states and the District of Columbia have enacted hate-crime laws based on the model statute. Examines the arguments for and against hate-crime laws, noting that they will continue to evolve as they are tested in court.

Black, Amy E. "African American and White Elites Confront Racial Issues." *Society*, vol. 39, no. 4 (May/June, 2002) p.39-45.

Amy Black and Stanley Rothman conducted a major study of African American and white elites *The Study of Leadership Characteristics* to find out how they view the United States: as a nation divided by color or a country moving towards greater integration. Presents the study's findings, opening with a discussion of some recent works on race relations in the U.S. and assesses elite views of the state of race relations, comparing and contrasting views on racial issues, and how black and white elites view one another. The results, they say, provide evidence for both optimism and pessimism in the future of race relations.

Brooks, David. "One Nation, Slightly Divisible." *The Atlantic Monthly*, (December, 2001) p.53-65.

Caro, Robert A. "LBJ Goes for Broke." *Smithsonian*, vol. 33, no. 3 (June, 2002) p.98-111.

In his book *Master of the Senate: the Years of Lyndon Johnson* (Knopf, 2002), Robert Caro charts how Johnson, the 36th president of the U.S., found and used political power to transform the U.S. Senate. Chronicles his seemingly hopeless attempt in 1957 to pass the first civil rights legislation since Reconstruction, "The Civil Rights Act of 1875."

Chappell, David L. "If Affirmative Action Fails... What Then?" *The New York Times* (NYTimes.com) (May 8, 2004)

Reviews recent book titles.

Glazer, Nathan. "Race and Ethnicity in America." *Journal of Democracy*, vol. 11, no. 1 (January, 2000) p.95-102.

When Alexis de Tocqueville visited the United States during the early 1800's and wrote his well-known book, *Democracy in America*, he was well aware that U.S. democracy's failure to embrace blacks and Native Americans threatened to bring the "great American experiment" to an end. He saw no solution to the plight of the Indians, and foresaw that the abolition of slavery would not in itself solve the problem of relations between races. Reflects on de Toqueville's writings, noting that even though the difficulties de Tocqueville foresaw are still with us, democracy has shown the capacity to address them over time.

Gotteimer, Josh. "The Power of the Spoken Word: American Civil Rights Speeches from the Last 200 Years." *American Legacy*, vol. 9, no. 3 (Fall, 2003)

In his new book, *Ripples of Hope: Great American Civil Rights Speeches*, Gottheimer, a former speech writer for President Clinton, has collected over 90 civil rights speeches, from colonial times to the present. Defining civil rights speeches as any "delivered with the express intent of advancing liberties for an oppressed group," he focuses on five groups: African Americans, Asian Americans, Hispanic Americans, gays and women. Presents excerpts that highlight the African American fight for civil rights from 1789 to 1963, and a powerful 1993 address by President Clinton to 5,000 black ministers.

Greenblatt, Alan. "Race in America: are Blacks Still Handicapped by Racism?" *CQ Researcher*, vol. 13, no. 25 (July 11, 2003) p.593-624.

While stating that "African-Americans' social, economic, and political standing has vastly improved since the civil rights upheavals of the 50s and 60s," contends that "by all the same measures; wealth, income, life expectancy, school success, crime rates, blacks lag far behind whites." Examines key topics in race relations, provides historical background information, describes the current situation, and addresses the outlook for the future. Sidebars and graphics present statistics, a chronology, and analyses of current issues such as racial admissions plans, racist symbols, and integration on college campuses.

Gurin, Patricia, et al. "Diversity and Higher Education: Theory and Impact on Educational Outcomes." *Harvard Educational Review*, vol. 72, no. 3 (Fall, 2002) p.330-366.

In view of the current controversy surrounding affirmative action and race-based considerations in college admission, educators have had to more clearly articulate the educational purposes and benefits of diversity on college campuses. Explores the impact of classroom diversity and informal interaction among African American, Asian American, Latino and white students on learning and democracy, concluding that affirmative action and diversity efforts by colleges and universities not only increase access to higher education for more minority students, but also foster all students' academic and social growth.

"How Race Was Lived in America: a Decade-by-Decade Selection of Articles." *New York Times web site* (2000) Registration may be required; access is free.

<http://www.nytimes.com/library/national/race/past-nyt-index.html>

A selection of articles ranging from the 1880's until early 2000.

Ifill, Gwen. "Freedom's Gatekeeper." *American Legacy* (Spring, 2004) p.33-43.

Dorothy Height was one of the key players in the early civil rights movement. She went on to head the National Council of Negro Women in 1957, and lead the organization for the next 41 years. Presents a conversation with Height, along with an excerpt from her recent memoir, *Open Wide the Freedom Gates*. Height recalls her early experiences with civil rights greats Martin Luther King and Malcolm X, and reflects on her role, as a woman, in the March on Washington.

Jackson, Jesse L., Sr. "Race and Racism in America." *The Phi Kappa Phi Journal*, vol. 80, no. 2 (Spring, 2000) p.9-11.

The Reverend Jesse L. Jackson, Sr., a long-time civil-rights crusader and founder of the [Rainbow/Push Coalition](#), which strives to attain justice for those who have suffered from many forms of disadvantage, reflects on his participation in (and the successes of) the civil rights movement, noting that whites, even more than blacks have benefited from laws passed during the 1980s that have prohibited discrimination against the elderly and disabled, and which have allowed all these groups in society to compete on a more level playing field. Although racism still exists, Jackson notes there is currently a counter-movement aimed at eliminating laws that protect disadvantaged groups. In the first half of the 21st century minorities will account for 90% of U.S. population growth, so his assessment that "the most powerful manifestation of the struggle for justice occurred when peoples of all colors came together to pool their power," takes on new importance.

Kennedy, Randall. "Affirmative Reaction: the Courts, the Right and the Race Question." *The American Prospect*, vol. 14, no. 3 (March 1, 2003)

Argues that at this time, when Affirmative Action is again before the U.S. Supreme Court, progressives must look beyond the "diversity" arguments for affirmative action and, in addition, defend it as a matter of social justice. Looking back 25 years to the Supreme Court's decision in *Regents of the University of California v. Bakke*, notes that there are weaknesses in Justice Powell's "diversity" defense of affirmative action. "Progressives should steel themselves for the difficult tasks of simultaneously defending the affirmative action *status quo* while recognizing the substantial faults of the prevailing doctrine." The defense of affirmative action is a battle worth waging, because positive discrimination on behalf of minorities in higher education is an important, although partial, way society can repair the "gaping wounds of discrimination."

Ramirez, Deborah A. & Jana Rumminger. "Symposium: Civil Rights in the New Decade: Race, Culture, and the New Diversity in the New Millennium." *Cumberland Law Review*, vol. 31, no. 3 (Spring, 2001) p.481-522.

Schmidt, Peter. "Not Just for Minority Students Anymore." *The Chronicle of Higher Education*, vol. 50, no. 28 (March 19, 2004) p.A17-A20.

("Fearing charges of discrimination, colleges open minority scholarships and programs to students of all races.")

Schmidt, Peter, et al. "The Michigan Case: the Repercussions." *The Chronicle of Higher Education*, vol. 49, no. 3 (July 4, 2003)

In two landmark rulings in June, 2003, the U.S. Supreme Court upheld the use of affirmative action in admissions at the University of Michigan's law school, and ruled against race conscious admissions at the school's undergraduate college, upholding race conscious college admissions in principle, but not always in practice. The ruling didn't end the debate over race conscious admissions, but it did hold that the U.S. Constitution permits such policies. Several authors examine the continuing debate, how the decision may spur the return of race conscious admissions at some colleges, its impact on race-exclusive scholarships, how student groups on both sides of the issue are preparing for new battles, and the reactions of some of the key players in the affirmative action debate. Includes the full text of the Supreme Court's Opinions on both cases.

Springer, Ann D. "Affirming Diversity at Michigan." *Academe*, vol. 89, no. 5 (September/October, 2003) p.54-58.

"In its much-anticipated review of affirmative action, the Supreme Court upheld the educational importance of diversity. But finding the best means to institute diversity will remain a challenge for higher education."

Stanfield, Rochelle L. "La mezcla racial en Estados Unidos". *Sociedad y valores estadounidenses*, publicación electrónica de USIS, vol. 4, no. 2 (June, 1999)

<http://usinfo.state.gov/journals/itsv/0699/ijss/stanfld.htm>

Thernstrom, Abigail & Stephan Thernstrom. "Las razas en Estados Unidos: lo que se quedó en el tintero". *Sociedad y valores estadounidenses*, publicación electrónica de USIS, vol. 2, no. 3 (August, 1997)

<http://usinfo.state.gov/journals/itsv/0897/ijss/thern3.htm>

Viadero, Debra. "At the Crossroads." *Education Week*, vol. 18, no. 28 (March 24, 1999) p.38-45.

When the U.S. Supreme Court ruled against segregation in *Brown v. Board of Education*, the 1954 ruling that declared segregated public schools unconstitutional, Prince Edward County in the state of Virginia shut down its schools for five years and began a system of private education for white students. Today, its public schools are among the most integrated in the nation. The article is part of the series "Lessons of the Century; the Struggle for Integration."

Yarbrough, Tinsley. "Protección de los derechos de las minorías". (Documentos de la Democracia, No. 11) (February, 2005)

<http://usinfo.state.gov/espanol/infousa/govt/files/democ/demo11.htm>

Books/Libros en el Centro de Recursos Informativos

Franklin, John Hope. *From Slavery to Freedom: a History of Negro Americans*. New York: Knopf, 1980.

Piersen, William D. *Black Legacy: America's hidden heritage*. Massachusetts: University of Massachusetts Press, 1993.

Reed L. Wornie, ed. *Social, Political and Economic Issues in Black America*. Boston: University of Massachusetts, 1990.

Sloan, Irving J, ed. *The Blacks in America 1492-1977: a Chronology & Fact Book*. New York: Oceana, 1977.

Thomas, Gail E, ed. *U.S. Race Relations in the 1980s and 1990s: Challenges and Alternatives*. New York: Hemisphere Pub. Corp., 1990.

Organizations/Organizaciones

Association of Black Anthropologists

<http://www.aaanet.org/assembly.htm>

Members are anthropologists and others interested in the study of blacks and other peoples subjected to exploitation and oppression.

Birmingham Civil Rights Institute

<http://bcri.org/>

Researches race relations and the history of the civil rights movement, especially in Birmingham, with the mission of understanding the history and continuing the progress of civil rights.

Black Archives of Mid America

<http://blackarchives.org/>

Dedicated to the acquisition, preservation, study, display and interpretation of regional African-American history and culture.

Black Leadership Forum

<http://www.blackleadershipforum.org/>

Promotes creative, coordinated Black leadership to empower African Americans to improve opportunities in social, economic and political life.

Black Revolutionary War Patriots Foundation

<http://www.blackpatriots.org/>

Strives to establish a memorial, develop awareness and educate U.S. citizens about the Revolutionary War efforts of the 5,000 participants of African heritage.

Black World Foundation

<http://www.theblackscholar.org/>

Black professionals and activists united to develop and distribute black educational materials and to develop black cultural and political thought.

Charles H. Wright Museum of African American History

<http://www.maah-detroit.org/>

Dedicated to preserving, documenting, interpreting, and exhibiting the cultural heritage of African Americans and their ancestors.

Congressional Black Caucus

<http://www.cbcfonline.org/>

Composed of the black members of the U.S. House of Representatives; addresses the legislative concerns of black and other underrepresented citizens; formalizes and strengthens the efforts of its members; works to implement these objectives through personal contact with other House members, by disseminating information to individual black constituents, and by working closely with black elected officials in other levels of government.

Institute for the Advanced Study of Black Family Life and Culture

<http://www.iasbflc.org/>

Seeks to reunify African American families and to revitalize the black community; advocates the reclamation of what the group considers traditional African American culture.

Museum of Afro-American History

<http://www.afroammuseum.org/>

Preserves and interprets the contributions of people of African descent and those who have found common cause with them in the struggle for liberty, dignity and justice for all.

National Alliance of Black School Educators

<http://www.nabse.org/>

The nation's premiere non-profit organization devoted to furthering the academic success for the nation's children, particularly children of African descent.

National Association for the Advancement of Colored People

<http://www.naacp.org/>

Strives to achieve equal rights through the democratic process and eliminate racial prejudice by removing racial discrimination in housing, employment, voting, schools, the courts, transportation, recreation, prisons, and business enterprises.

National Association of Colored Women's Clubs

<http://www.nacwc.org/intro.htm>

Endeavors to promote interracial understanding, justice and peace among all people; raise the standard of the home; advance the moral, economic, social and religious welfare of the family; promote the education of women and youth through local, state, and regional workshops, seminars and scholarship assistance. Sponsors the National Association of Youth Clubs.

National Black Caucus of State Legislators

<http://www.nbcsl.com/>

Organized to provide more political networking to black legislators from the federal and state levels; provides a network through which state legislators can exchange information and ideas on state and national legislation; provides a unified front or platform; and serves as a focal point for involvement of black legislators in the new federalism and state based programs and funding.

National Black Caucus of Local Elected Officials

<http://www.nbc-leo.org/>

Elected black municipal and county officials united to recognize and deal with problems of members; attempts to provide the organizational structure required to better present and respond to issues affecting constituents.

National Council for Black Studies

<http://www.nationalcouncilforblackstudies.com/>

At the Department of African American Studies, Georgia State University; promotes scholarly African-centered research on all aspects of the African World experience; assists in the creation and implementation of multicultural education programs and materials for schools and higher education institutions; provides professional advice to policy makers in education, government and community development.

National Council of Negro Women

<http://www.ncnw.org/>

Coalition of 31 national organizations and concerned individuals; assists in the development and utilization of the leadership of women in community, national, and international life; provides a center of information for and about women in the black community.

Panamerican/PanAfrican Association

<http://www.papausa.org/>

Sponsors Inter-American, African American, and Asian American educational, cultural, and economic exchange; maintains a public diplomacy program; promotes artistic endeavors including concerts and recitals; conducts public interest civil and human rights litigation activities; promotes Third World economic development; administers National and International Black History Month observances each February.

Program for Research on Black Americans

<http://www.rcgd.isr.umich.edu/prba>

Collects, analyzes and interprets empirical data; disseminates findings based on national and international studies of people of African American and African descent; provides research and training opportunities for black social scientists and students; fosters high quality research on factors related to mental health and mental disorders among Americans of African descent.

Schomburg Center for Research in Black Culture

<http://www.schomburgcenter.org/>

Works to promote the study of the histories and cultures of African Americans; interprets its collections through exhibitions, publications and educational, scholarly and cultural programs.

Centro de Recursos Informativos

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